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THE SCHOOL AND COMMUNITY

SUCCESSOR TO THE BULLETIN

PUBLISHED MONTHLY BY THE MISSOURI STATE TEACHERS ASSOCIATION

Columbia, Mo.

The Old and the New

"Live and let live", was the cry of the old,
The cry of the world when the world was cold,
The cry of the men when they pulled apart,
The cry of a race with a chill on the heart.

"Live and help live", is the call of the new,
The call of the world when its dream shines thru,
The call of a brother-world struggling for birth,
The call of the Christ for a comrade-like earth.

(Quoted by Dr. F. J. Heyen in his Address to the M. S. T. A.,
November 12, 1920)

VOL. VI

DECEMBER, 1920

NO. 8

THE SCHOOL AND COMMUNITY

Official Organ of Missouri State Teachers' Association

Successor to
THE BULLETIN

THOS. J. WALKER, Editor

E. M. CARTER, Bus. Mgr.

VOL. VI

DECEMBER, 1920

NO. 8

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Change of Address—If you have your address changed give old as well as new address.

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Next Meeting, St. Louis, Nov. 3-5, 1921

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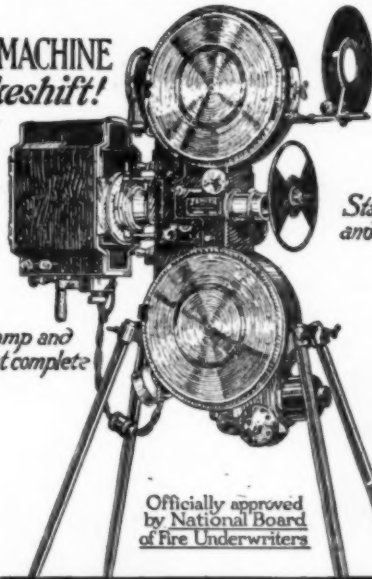
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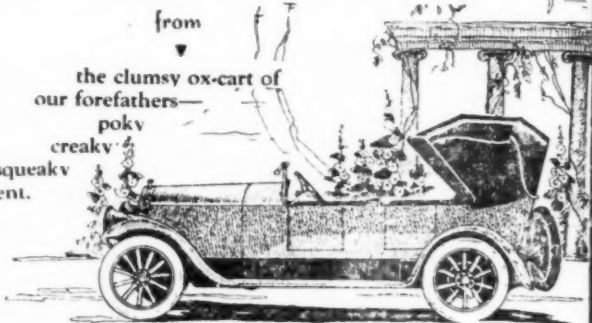
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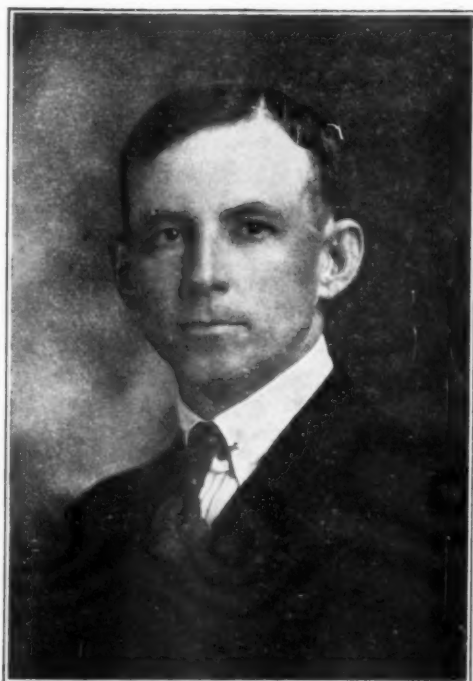
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EDITORIAL



PRESIDENT A. L. THRELKELD,
Chillicothe, Mo.

Who enjoys the distinction of being the youngest president in the history of the Association.

It broke all records in attendance. While there was no way of determining the exact attendance, conservative estimates put it at from six to seven thousands. The enrollment, which is accurately kept but not always counted to date, was approximately 15000 at the time of the meeting. The teachers are still enrolling at a rate which encourages the hope that practically all of the 20000 of the state will become members of the Association.

The program was at least up to the

standard in every respect. The quality of the addresses at the general meetings was exceptionally high. Doctors Finley, Balliet, Kilpatrick, Jessup and Bryan each had a message of real importance and interest to the teachers as did Misses Gildemeister and Bengston. Each of these has promised to the SCHOOL AND COMMUNITY an abstract of his or her speech and these will be published from time to time. Dr. Bryan who appeared for the third time on a Missouri program was at his best. His address Friday night, begun at about ten o'clock, held the audience enthralled and lifted them to the topmost point of inspiration. A new feature of the program was that part given in the last of the general sessions, Saturday morning, called the All Missouri Program, the principal speakers of which were Hon. Sam A. Baker, State Superintendent; Dr. H. J. Waters, editor of the Weekly Kansas City Star and Hon. Roy V. Williams, chairman of the State Tax Commission. Superintendent Baker spoke on his legislative program, the chief points of which are covered on another page of this number. The audience was unanimously responsive to his plea for educational progress and paid him a high compliment at the conclusion of his address by standing, as a body, to pledge him their united support in the carrying out and putting into effect his educational ideals. Dr. Waters pleased the audience with his clear and forcful statement of the educational problems of the State. Mr. Williams gave to the teachers of Missouri something of the difficulties that confront the Tax Commission and the State Board of Equalization in their work under the present system of assessing property.

The reports of the various committees were read at this meeting, as a mere matter of information, the Assembly of delegates having acted upon them officially.

The method of electing the officers and transacting the business of the Association was the new and interesting feature of the official proceedings, especially to those who for many years had been taking an active interest in this part of the work. There had passed into history the old

method of transacting the business, the method which few understood at all and which some understood too

well. The throes of death which we painfully present last year had all past, and there were no mourners over the corpse. The Assembly of Delegates, over 400 in number, had its first session in the forenoon of the first day and closed its work late on Friday afternoon. It was composed of teachers, county and city superintendents, college professors and college presidents, each feeling that he or she was there in the interests of the schools of the state and representing those members of the Community Association which had elected them. Dean C. A. Phillips was chosen as the chairman, and Miss Elizabeth L. White as secretary. A steering committee was elected of which Supt. Livingston McCartney was the chairman. Everyone was pleased with the work of the Assembly and even those who fought most tenaciously last year to prevent the reorganization were loud in their praises of the new plan. A detailed report of the work of this body will be printed later.

Printed in full in this issue will be found the Resolutions adopted by the house of delegates. They

The Resolutions are strikingly clear, sane and progressive. They emphasize the legislative program as announced by the legislative committee of

the Association and the State Superintendent of Schools.

The Assembly of Delegates elected the following new officers: President, A. L. Threlkeld, Supt. of schools at Chillicothe, Members of the Executive Committee, Supt. J. W. Thalman of St. Joseph, Mr. T. E. Spencer, Supervisor of Extension, St. Louis; Mr. George Melcher, Director of Research and Efficiency, Kansas City; Miss Elizabeth Buchanan, District Superintendent, Kansas City, Miss Lydia D. Montgomery, Principal of Summit School, Sedalia, and

The New Officers Miss Ella V. Dobbs, University of Missouri. With the high quality of the personnel

of this committee no one could but be pleased. One is but stating the facts, however, in saying that there were murmurings of disapproval at the unequal territorial representation and the evident predominance of the supervisory class of school people. The three large cities have two-thirds of the committee and most of them are from the middle section of the state. Two-thirds are from the supervisory class and none from the rural people who constitute the larger part of the enrollment. The rural people have a more than compensating reflection in the fact that the program of legislation is a rural program and that they are to be the chief beneficiaries of this year's work. There is a gratifying spirit of unity behind this program that presages success and the rural people will not sacrifice the substance of material improvement of their schools for the shadow of official recognition at this time. The lesson, however, of the strength of an organized minority against the weakness of a chaotic majority should not be forgotten.

The man that gets out of bed and does the chores in the dark is the one first in the field when daylight comes.

When the nation wanted wheat, when the world wanted wheat, when wheat was one of the factors that would make for victory over the enemy of civilization and save the lives of American boys and rescue from starvation the men, women and children of

our allies, this nation said to the farmers, "raise wheat and we will guarantee to you a certain minimum price per bushel." The result was magical. The labor of the farm was directed to the production of wheat and enough was produced to save the world from hunger. Now there is a similar situation with regards to teachers. The needs of the nation demand teachers for its children. Sound policy dictates and patriotism pleads that these teachers be men and women of high personality, sincere devotion to their work and adequately trained for their complex task. There is now larger need for such teachers than every before in the history of our nation. Modern industrial and political organization takes the home influence that once gave to the child high and substantial ideals of thrift, industry and morality away from it. The boy no longer works with his father in his father's business, but in the school or in other work isolated from that in which other members of his family engage; the girl is no longer a part of a home industry in which mother, sisters and brothers are active partners, but she is a clerk among comparative strangers that have no personal interest in her welfare, a helper in an office or a hand in a factory. To the teacher has been given a greater place; and yet too often that teacher is herself a mere child, one of the many that have been forced into productive labor. She has no broad view of life's responsibility and no background of experience that trains her for the proper direction of children. He is a boy with noble aspirations generally but soon to discover

that as a father and citizen he cannot hope to attain in the work of the teacher. He quits early. Thus we have a procession of novitiates from year to year, doing the work upon which the nation must stand or fall.

The world wanted wheat. It needs teachers just as badly. Wheat was necessary in the fight against wrong. Teachers are as necessary in this fight that is just as acute against improper ideals of thrift, industry and morality. We got wheat by making it to the interest of the farmers to raise wheat instead of hay or corn or oats. We can get teachers of the right type only by the same method, making it to the interests of people to become teachers instead of lawyers, doctors, engineers or business men. The minimum price per bushel did it.

The strength of the United States depends upon the practical patriotism and sound economic thought of her future citizens. These characteristics must be developed in the daily life of the school. Economists agree that the universal adoption of habits of intelligent saving will strengthen our nation tremendously. When every wage earner has a reserve fund of money the country will be sound economically, socially and politically.

The teacher who encourages pupils to earn money and to invest in Thrift Stamps and War Savings Stamps is doing much for their economic strength and practical patriotism.

Each child who buys stamps feels a partnership in the government; he learns the wisdom of investing his money in securities that are absolutely safe; he becomes familiar in a practical way with compound interest; and as he sticks stamp after stamp upon the card, he has a visual demonstration of how savings grow.

When the nation wanted wheat, when the world wanted wheat, when wheat was one of the factors that would make for victory over the enemy of civilization and save the lives of American boys and rescue from starvation the men, women and children of our allies, this nation said to the farmers, "raise wheat and we will guarantee to you a certain minimum price per bushel." The result was magical. The labor of the farm was directed to the production of wheat and enough was produced to save the world from hunger. Now there is a similar situation with regards to teachers. The needs of the nation demand teachers for its children. Sound policy dictates and patriotism pleads that these teachers be men and women of high personality, sincere devotion to their work and adequately trained for their complex task. There is now larger need for such teachers than every before in the history of our nation. Modern industrial and political organization takes the home influence that once gave to the child high and substantial ideals of thrift, industry and morality away from it. The boy no longer works with his father in his father's business, but in the school or in other work isolated from that in which other members of his family engage; the girl is no longer a part of a home industry in which mother, sisters and brothers are active partners, but she is a clerk among comparative strangers that have no personal interest in her welfare, a helper in an office or a hand in a factory. To the teacher has been given a greater place; and yet too often that teacher is herself a mere child, one of the many that have been forced into productive labor. She has no broad view of life's responsibility and no background of experience that trains her for the proper direction of children. He is a boy with noble aspirations generally but soon to discover

that as a father and citizen he cannot hope to attain in the work of the teacher. He quits early. Thus we have a procession of novitiates from year to year, doing the work upon which the nation must stand or fall.

Faith without works is dead. Thrift without safe investment such as Government Savings Securities, is robbed of its benefits. Its virtue lies not only in its principles but in the actual practice of investment.

Each year thousands of boys and girls in the United States are deprived of a college education because they lack money.

You can remedy this situation among your pupils by starting them on the road to saving early in life and encouraging them to safeguard these savings in Government securities.

You are rendering a real service to your country by promoting the sale of these stamps. The burden of war debt still is heavy and the Government must still borrow money.

Add to your influence as a teacher. Promote sound economic thought, practical patriotism and prosperity by encouraging your pupils in the regular purchase of Thrift Stamps and War Savings Stamps.

WILLIAM MATHER LEWIS, Director,
Savings Division, Treasury Department.

"So you're a school teacher," said the prosperous looking gentleman after I had introduced myself and sat down beside him in the car. "I used to teach school," he continued, "when I was a boy, but there's nothing to it." His further talk (I talked but little) developed for me the following information: He was a Detroit banker, the owner of several thousand acres of land in Iowa and Illinois and of

Is There many sugar farms in various
Nothing parts of the country; he had
To It? made it all by himself, having
begun as a school teacher in
Iowa at the age of sixteen; he had purchased land when it was cheap, borrowing all the cheap money he could from farmers; he had learned the value of compound interest and that in the banking business people give to the banker their money to

keep for them while he loans it at a high rate to others; when money did not come fast enough this way to accommodate all the borrowers he borrowed money as low as three per cent from farmers who wanted good security, and immediately reloaned at ten per cent. In discussing his sugar farms he complimented himself on not being hurt by the high price of sugar (then 32 cts.), for, for each farm owned he was able to get from the mill that manufactured his beets a hundred pounds at cost (11 cts.), he had thus accumulated several hundred pounds. He expressed himself as highly displeased with the conduct of the war stating that the liberty bonds might as well have drawn 8% instead of only four, for in that case, they would have been readily bought by the banks and the poor people would not have been called upon at all. He said that he and many other bankers were buying Canadian and South American bonds because they paid such a high rate of interest. He also let me know that the country was spending entirely too much on schools, sighting himself as an example in proof of the fact that a common school education was all that folks need.

I now understood why to him there was nothing to school teaching. He had claimed because of ownership of the land the right to all the quota of sugar, while the tenants who tilled the soil paid 32 cents for theirs he got more than he needed at 11 cts. Liberty bonds meant only a financial investment for the benefit of the banker. In his sympathy for the poor he had forgotten that it is they who by our system of indirect tax pay the interest on the liberty bonds whether it is high or low. He classed the system as a failure because only a small return to the purchaser was allowed, forgetting or perhaps never knowing that this money was raised for the winning of a great cause and for the protection of millions of Americans. It is easy to see

why this kind of man says "there's nothing to it." The things that he deems of great value, the real teacher must count as nothing. Service for others, which the

teacher counts as all, he deems as having "nothing to it." Did I tell him so? No. He was an old man, blind from his youth. I pitied him even more than he did me.

RESOLUTIONS ADOPTED BY THE ASSEMBLY OF DELEGATES of the State Teachers' Association at Kansas City, Missouri, November 12, 1920

I.

We heartily endorse the program of the Legislative Committee of the State Teachers' Association, and of the State Department of Education; and we pledge ourselves to do all in our power to aid in securing favorable action by the General Assembly on the County Unit, a Minimum Wage Law, a Physical Education Law, and the abolition of the Third Grade Certificate.

II.

We would direct the attention of the General Assembly and all State Officials to the critical financial condition of the schools of the State. Unless this condition is remedied by the Legislature, when it convenes in January, the effect upon the schools will be disastrous and irreparable. In the name and for the welfare of the future citizenship of Missouri, we urgently request that the program of the Legislative Committee, of the State Teachers' Association, and of the State Department of Education, be given early and favorable consideration.

III.

We recommend that the property of the State be assessed at its full value according to law.

IV.

Inasmuch as our State Educational Institutions have long been inadequately supported, and especially since their building programs have been interrupted for the last half dozen years, on account of the shortage in the general revenues of the State, we recommend that a generous pro-

portion of the surplus recently accumulated in the State's general revenue fund, be appropriated as an emergency measure for necessary buildings and repairs at the State University and State Teachers Colleges.

V.

We favor a long term, continuous, appointive, non-partisan State Board of Education. We believe that no other plan can give a definite, progressive, continuously efficient educational policy to the State.

VI.

We approve without reservation the Acts passed by the 50th General Assembly for the administration of the Smith-Hughes Act in the State of Missouri. That legislation supports the theory now generally accepted in the educational and business worlds that proper training for citizenship implies teaching the pupil "How to Make a Living," as well as "How to Live." It has given Missouri a position among progressive commonwealths which is gratifying to the pride of the Association.

VII.

We heartily endorse the spirit of the Smith-Towner Bill and urge Missouri Congressmen and Senators to support the Bill with such amendments as may be agreed upon by the educational leaders of the Nation.

VIII.

We recommend co-operation with the State Historical Society of Missouri relative to the observance of Missouri's First Centennial, and we urge all teachers to

aid in organization of Local Historical Societies affiliated with the State Society to the end that permanent interest in State History be fostered and the historical data of the State preserved.

IX.

We recognize the important obligation upon the schools of the State to use every possible means for the training of children in the ideals and habits necessary for good citizenship. We are in favor of instruction in foreign languages in secondary and higher institutions of learning, but we believe that the best interests of American citizenship demand that all instruction in the elementary school of the country, public, parochial and private, should be in the English language.

In order that a workable plan may be devised for teaching citizenship in the schools of the State, we recommend that the executive committee of the Association appoint a committee to work out a plan and course of study in Practical Citizenship.

X.

The school house is properly the social center in every community and should be made the place for a large variety of social activities. We recommend that in the planning of all new buildings this fact be kept in mind and that more and more the activities of the neighborhood gather about the school as a proper center for community interests.

XI.

We respectfully request the State Fair Board to set aside the entire Educational Building for school exhibits and school purposes. We believe that all the elementary schools, high schools and State schools should participate in a great exhibit for the Centennial Year. We direct the attention of the Community Associations to the opportunity thus presented for advertising the schools of Missouri in connection with the Centennial Exhibit.

XII.

We commend the work of the committee on salaries and suggest that the committee be continued and requested to publish in the February number of the SCHOOL AND COMMUNITY a suggested schedule of salaries for next year.

XIII.

We believe the time has come when every teacher should enroll as an active member of the Community, District and State Teachers' Associations, that failure to do so should be considered unprofessional and should be taken account of by all certificating agencies in the State in connection with the renewal of certificates.

XIV.

We commend the Honorable Sam A. Baker, State Superintendent of Schools, for his enthusiastic support of the Modern Health Crusade, the National Thrift Campaign, and especially for raising the standard of State Certificates by requiring applicants to have sixty hours of college work in order to receive a State Certificate of any kind.

In order to preclude the possibility of carelessness in the issuance of Special Certificates, we advocate the giving of this power to the State Superintendent of Schools alone.

XV.

The Association urges upon the General Assembly the enactment of those Children's Code Bills which failed to pass the last General Assembly and the amendment of those code laws already passed which are urged by the Children's Code Commission.

XVI.

We believe that the conservation of the health and strength of the children of the State is a matter of vital educational and social concern and that all health instruction should be motivated in such a way as to function in the creation of fundamental health habits. We therefore recommend

the organization of departments of Hygiene in each town and city school system and committees on Hygiene in the several counties of the State. We endorse the health programs of the American Red Cross, the American Medical Association, the Missouri Tuberculosis Society and similar organizations; and we request teachers of the State to co-operate with these and other agencies in the promotion of public health. We further recommend the establishment of a Department of Health Education in the Missouri State Teachers' Association.

XVII.

A system of pensions for teachers is a matter of importance to the State. The existence of such a system means:

1. The enlisting of steadily improving grades of teaching ability in service of the schools.
2. Improved service from the teacher, the performance of whose duties are unclouded by fears for the future.
3. The withdrawal of those teachers who are physically incapacitated for further service without shock or remonstrance from a sympathetic public.

We favor that type of pension payment a part of which would be the return of contributions made by the teachers themselves to a pension fund during the period of the active pursuit of their profession. We recommend to the Executive Committee the appointment of a special committee to investigate the subject of pensions and to report at the next annual meeting of the Association.

XVIII.

Realizing the benefits which have come to the teachers and the public schools as the result of the co-operation on the part of the Parent-Teachers' Associations in efforts to better school conditions throughout the State, the Association desires to renew its faith in the spirit and work of these organizations.

XIX.

We believe that the State should require that all new school buildings conform to certain minimum, modern standards. To this end, we recommend that the Executive Committee appoint a special committee to investigate and report at the next annual meeting of the Association a practical plan for maintaining standards for school buildings within the State.

XX.

We endorse the proposed movement of the League of Women Voters to secure the removal of all political disabilities of women by constitutional amendment and urge that this be accomplished in time to permit women to sit in the constitutional convention if called.

XXI.

That we, as teachers of the State of Missouri, will give what aid and assistance we can to the Missouri State Dental Association, in their effort to have a chapter on Oral Hygiene, prepared by the Dental Association, with the best information obtainable on the care of the oral cavity and prevention of disease, become a part of the textbooks on Physiology.

C. H. McCLURE, Chairman.

MARGARET NOONAN, Secretary.

If you want knowledge you must toil for it; if food, you must toil for it; and if pleasure, you must toil for it. Toil is the law. Pleasure comes by toil and not by self-indulgence and indolence. When one gets to love work, his life is a happy one.—Ruskin.

Folks who never do any more than they get paid for, never get paid for more than they do!

The trouble with Missouri schools is not that the people are not thinking enough about money to run them; it is that they are not thinking about enough money to run them.

There are two days about which nobody should ever worry—yesterday and tomorrow.

Recommendations for Improving Educational Conditions in Missouri

SAM A. BAKER, State Supt. of Public Schools.

The one phase of legislation that more nearly touches every individual in the State regardless of age, sex, or occupation is that relating to the schools. That State will prosper and flourish whose chief concern is the proper education and training of its youth. Wise legislation for the schools should therefore be enacted forming broad constructive policies which will advance the general welfare of the citizens of the future. Reflection on the past reveals many excellent school laws. These have been placed on our statute books as the result of a need. They have served their purpose well, but as new needs arise, we cannot be content with the achievements of the past. We must form new laws to meet our present and future needs.

The small school unit for taxation and administration, in my opinion, has served its day. Changed conditions call for a new order and the need for larger school units for taxation purposes is apparent. There should be a law providing for a county unit of taxation for maintenance of the common schools. This would provide a uniform length of term which is so badly needed if all pupils are to receive equal opportunities. This law should include provisions for adequate high school advantages for every pupil in the county and these high school privileges should be free. Provisions of this law should establish a county board of education to be composed of at least six members selected for a period of three years. These members should be resident taxpayers and voters of the township from whence chosen. The duties of this board would be to make an annual budget needed to maintain the schools under their control, submit the

rate of levy to be voted upon at the annual school election, redistrict the county, plan high school buildings where needed, prescribe professional requirements for different classes of teachers, have general charge of the school finances of the county school district, and perform such other duties as may be required. A local school board should be maintained for the local districts whose duties would include: care of building and grounds, employment of janitor, nomination of teachers, furnishing all necessary fuel, material and apparatus for the school under their charge.

As before indicated, the people of our State have become aroused and are willing to do their part. The demand for better schools is growing by leaps and bounds and, in my opinion, the time has come for the Legislature to act by revising the administrative agency pertaining to the country schools. That our school system needs improvement is admitted by all; that Missouri is financially and otherwise able to make the needed improvements is also granted. It therefore remains for the Legislature to provide the legal machinery, and it seems that enactment of a county unit law, such as I have indicated above, will be a long step in the right direction.

HIGHER QUALIFICATIONS FOR TEACHERS

As the law now is, a third grade certificate may be secured without any high school training. This should be changed. In order to safeguard the teaching positions, the law should provide ample time for applicants to secure the necessary amount of academic training. To illustrate, after 1922 to secure any sort of license to teach, the applicant must have

completed the equivalent of a two year high school; after 1924, a three year high school; after 1926, a four year high school course. An important stone in the foundation of the educational structure is the one labeled, "Qualification of Teachers" and is the one which deserves our careful consideration. Therefore, the urgent need at this time of a law requiring higher academic training for that great body of our teachers now holding third grade certificates.

PHYSICAL EDUCATION

Much has been accomplished in the schools during the past by the introduction of physical exercises and training in forming proper health habits. This effort, however, has not been as general throughout the state and especially in the rural schools as it should be. The results thus far obtained are sufficient to warrant the continuance of this meritorious work. It should be organized in a definite and systematic way and regular training given which will

contribute to a healthful, strong body. Therefore, we should have a law providing for either a state or county Physical Director whose duty would be to organize a system of physical training for the rural schools especially.

Many preventable diseases may be practically eradicated by proper and systematic exercises and drills which a Physical Director would be able to give. The health of the children is paramount and should not be neglected.

MINIMUM WAGE FOR TEACHERS

In view of the fact that teachers must spend much time and money in preparation, there should be a minimum wage law enacted establishing a scale of salaries based on training, experience and efficiency. No teacher in the State should receive less than \$100 per month. The Legislature should pass a teachers' minimum wage law guaranteeing to every teacher a living wage.



Department of Child Hygiene and School and Home Sanitation

Conducted by the
Missouri Tuberculosis Association
W. McN. Miller, M. D., Editor



TUBERCULOSIS SOCIETIES HAVE BEEN LEADERS IN PEACE-TIME HEALTH WORK

In peace-time prior to the war, with the cooperation of one thousand affiliated state associations and local tuberculosis societies, the National Tuberculosis Association was the largest volunteer health organization in the world. It and they together did more intense work and throughout a wider field of service than ever had any other.

Only during the period of the war, with the insistent and peremptory demands of war-time emergencies and disasters, did any other volunteer health organization do

work which has surpassed in volume and intensity what these tuberculosis organizations already had been doing in America.

Through their concerted action, over six hundred tuberculosis hospitals and over five hundred tuberculosis clinics and dispensaries have been established; hundreds of open-air schools set into operation; many tuberculosis night-and-day camps organized; many local health surveys conducted; and a nation-wide campaign for the teaching of health habits to school children permanently established.

Through their activities, tuberculosis visiting nurse service—the first public health

nurse service to be instituted in America—was established in thousands of communities; state, city and county public health departments have been reorganized and improved; open-air and open-window sleeping has been made almost a national habit.

FACTS PERTAINING TO TUBERCULOSIS

No disease is more widely spread nor claims more lives than tuberculosis. No disease entails more hardship or suffering; more restricts opportunity to acquire wealth; produces more unhappiness and grief; more seriously disturbs the welfare of the family; more frequently breaks up the home; more often frustrates individual hope and ambition, than tuberculosis.

War has brought to the attention of the world the significance of tuberculosis as a destructive disease with its resultant invalidism, distress and poverty, as well as a widespread knowledge of the relationship of tuberculosis to concurrent diseases, especially in childhood. In each year, in the United States, the number of deaths from tuberculosis equals two and a half times the total loss of life in the American Army throughout the World War. It menaces the homes of the rich and the poor. It is humanity's most persistent, most universal, most destructive and most distressful scourge.

Opportunity for infection with tuberculosis is universal. Seventy-five or more of one hundred children sixteen years of age already are infected, as are most adults. Of every three men and women who die in the normal age of productivity and parenthood—eighteen to forty-five years—one dies from tuberculosis. Of every eleven people who die from any cause in Missouri, one dies from tuberculosis.

The cost of tuberculosis to the State of Missouri by the premature death of its people conservatively may be estimated at fifty million dollars a year.

As an economic polity of state it were better to conserve the future service of present resident children and adults than to secure such service by increasing the numbers of short-lived immigrants. Not population but service, not incapable inhabitants but producers, not burdens but burden-bearers, does a wise community seek; and having these assures them long, healthful, happy, efficient, productive lives.

THE LEADEN-EYED*

Let not young souls be smothered out before
They do quaint deeds, and fully flaunt their pride.
It is the world's one crime its babes grow dull,
Its poor are ox-like, limp and leaden-eyed.

Not that they starve, but starve so dreamlessly,
Not that they sow, but that they seldom reap,
Not that they serve, but have no goods to serve,
Not that they die, but that they die like sheep.

Most people being already infected with tuberculosis, the problem to be solved is: How most effectively and at least cost shall we prevent the development of latent tuberculosis into its active form, consumption? The answer to this problem is: Build up and maintain the resistance of the individual to the disease by keeping him, whether child or adult, in a state of vigorous health.

The fight for health and the fight against tuberculosis are one and the same. The program of procedure to secure control of tuberculosis at least cost, necessarily must be comprehensive, persistent, educational.

WHAT MISSOURI HAS DONE

With such conviction the Missouri Tuberculosis Association, early in its history, laid out a program of work which, developing step by step, has yielded results that command respect and deserve continued support of the people of the state. With this broad program of work the results achieved by its observance are not to be measured by the diminished prevalence of tuberculosis alone. To the execution of this program and that of local programs of affiliated city and county tuberculosis societies, must be credited the diminished death-rate not only from tuberculosis but also from other forms of disease.

More specifically, the State Tuberculosis Association and local tuberculosis societies of Missouri, together and individually.

(1) have conducted a campaign of publicity through the press;

(2) have distributed millions of pieces of printed matter;

(3) have conducted state-wide annual campaigns of health education and established the customary observance of a Health Week in the month of December;

(4) have given counsel and secured treatment to thousands of sufferers from

*From *The Congo and Other Poems*, by Vachel Lindsay.

tuberculosis;

(5) have provided visiting nurse service to the tuberculosis;

(6) have secured the care and treatment of tuberculous soldiers and sailors;

(7) have conducted health surveys of school children;

(8) have instituted and established the Missouri School Health Crusade for the teaching of health habits in public and parochial schools, providing schools with the necessary printed matter;

(9) have installed and promoted school nurse service and the physical examination of school children;

(10) have established open-air schools, night-and-day camps, and preventoria;

(11) have provided health instruction for prospective teachers in the State Teachers' Colleges and of High School teachers' training classes;

(12) have stimulated local communities to organize societies to conduct local campaigns against the disease;

(13) have procured the passage of progressive state health legislation, including laws for the establishment of county tuberculosis hospitals, tuberculosis visiting nurse service, securing sanitary conditions in the zinc mines of the state, reorganizing the state department of health and securing county deputy health commissioners, and requiring examination of public water supplies;

(14) have co-operated with state and with national health organizations and with health and educational departments of the state in their respective health and legislative programs;

(15) have co-operated with the United States Public Health Service in its organization of the Division of Child Hygiene of the State Board of Health, furnishing supplies, printing and personal organization service;

(16) have provided speakers for many meetings of health, educational, business and women's organizations;

(17) have conducted state and local health conferences and exhibits;

(18) have carried out a program of health education with industrial workers;

(19) have held thousands of personal conferences and written thousands of letters in advocacy of public health work;

(20) have, finally and as a culminating test of their persistent and accumulative service, reduced the number of deaths from tuberculosis in the whole state from 5,113 in the year 1911 to 3,616 in the year 1919, reducing the death-rate per 100,000 population from 154.6 in 1911 to 106.8 in 1919. In terms of dollars and cents, the saving of 1,497 lives in Missouri in 1919 as compared to 1911, conservatively may be estimated at \$22,500,000—approximately two hundred times the total volunteer contribution made in the state in 1919 to promote the fight against the disease.

We are pleased to believe that this reduction of nearly one-third in the number of deaths and of the death-rate from tuberculosis in the state in eight years, the supreme test of the efficacy of the State Association's program of work foreshadows the control of the disease within a few decades—a comforting thought which will inspire further effort in the fight and increased financial support, by the people of the state.

HOW THIS HEALTH WORK MAY BE SUPPORTED

The National Tuberculosis Christmas Seal Campaign to be conducted this December, to raise ten million dollars to fight the disease, will bring opportunity to us all to help beat back the foe who would invade our homes.

By buying Tuberculosis Christmas Seals let us help save the children of this generation from tuberculosis and those of the next from orphanhood. Let us, in December, in the spirit of the Christmas-tide, buy Tuberculosis Christmas Seals and their larger equivalents, Health Bonds, until we, by doing, feel the comfort that comes with duty done. Results achieved in 1919 as compared with 1911, in Missouri, show that for every Tuberculosis Christmas Seal sold in the latter year at one cent each there was a saving of \$2.00 to the state and to its people. Let us help save Missouri 3,500 lives a year, sparing her the woe and the care of 32,500 of hers who now are actively afflicted with consumption. Let us, to that end, so liberally support this worthy cause that a still broader and more intensive health campaign program may be carried on by these tuberculosis organizations—national, state, county and municipal.

The Project Method

By ELLA VICTORIA DOBBS, Chairman National Council of Primary Education

Progress in the field of education seems to mark its advance by certain mile posts. At one time much discussion raged about the planting of a post labeled *Interest*. At another it was *Correlation*. Again it was *Culture Epochs* and the *Primitive Approach*. With each advance the extremists must needs go too far in order to attract the attention of the laggards but in the end progress on the whole is generally steady and sane.

Just now in primary circles the big word is *informality* as opposed to the mechanical formality of our older custom, and *Projects* are steadily supplanting formal lessons. In all these new movements a little knowledge is generally a dangerous thing and the superficial teacher is apt to catch at the "form of sound words" without fully comprehending their full meaning.

For example: The war on formality strikes a blow at the tedious hours spent in drilling children to march into and out of the building but unless this is superseded by something much better it is unwise to disturb the custom. The desirable end is, of course, to have children pass in and out in good order. The highest goal is no doubt the willingness on the part of each pupil to look after himself in business like gentlemanly fashion. The worst condition is undoubtedly that in which classes tumble out in noisy pellmell without consideration for anything except to let loose the pent up energy which has accumulated under the restraint of a rigorous school program. It may easily be possible that the only way to develop from the boisterous habit to the attitude of self control is thru definitely directed good order typified by the march.

What is true of marching is true of many other phases of school work. Much depends upon local custom and habit. A

sudden breaking away from custom may be disastrous. Evolution is better than revolution in most cases. Therefore, in introducing the highly desirable informality of a progressive modern school and in breaking away from the dull monotony of the old mechanical school the teacher needs first of all a generous supply of good common sense.

The Project Method differs from the ordinary lesson chiefly in the following characteristics. In the lesson, as we commonly think of it, the final result and the steps by which it is obtained are definitely fixed by the teacher's plans. There are certain directions to be given and certain responses to be made by the children. *She thinks out* the plan. If they *accept* it and *obey instructions* all goes well. If they fail to understand or rebel all may go wrong. The responsibility rests on the teacher, first to have a well-thought out plan, second to carry it out with such clear instructions that the pupils cannot go wrong. The only responsibility for the pupil is to pay attention and obey and even here the teacher is held responsible for choosing so attractive a plan that it will compel attention and inspire willing obedience. In any case the child's goal is to accomplish what "she," the teacher, wants done and success is measured in large degree by the uniformity of the visible products.

In the Project the point of view is changed. Interest is centered more definitely in the child's individual development and less upon uniformity of tangible results. The goal to be attained is just as definite in the teacher's mind but the method of procedure is much more flexible. The teacher suggests something to be done but leaves the child free to work out the details on his own responsibility. In a lesson of the old type the teacher

"knows the answer" but in the project plan the idea develops as the work proceeds. Emergencies are met and overcome as they must be in life out of school. The teacher finds them not interruptions but fruitful incidents to be turned to good account. For example, when a group of kindergarteners were playing "town" the little girl who had ordered groceries called to the proprietor of the grocery across the room to hurry and send her goods. He paid no attention while the request was repeated several times and finally said "I'm away down town. I can't hear you talk away out in your house;" whereupon after consultation with the teacher the small people began constructing a telephone system to relieve the situation. In working out an idea by the project method many new suggestions not thought of at first will develop with the actual working program. In the old lesson method no time is allowed for these digressions which may often be the most vital elements in the whole scheme because they grow out of immediate needs. In the project method these details form the great opportunity for self-expression on the part of the pupils.

For example, take a circus project which would include both a parade and a performance. For the parade they would need animals, clowns and a band. It would be necessary to talk about the animals which should appear in a circus parade how they look and act. Each of the children would impersonate various animals. It might be decided that some costumes would make the animals seem more real and these might be made by the children. The clowns would have to think of funny tricks to perform. For the band the children would have to decide what instruments are desirable, what instruments they have to use, and how to "make believe" with others. For the performance acrobats, animals and clowns would offer all

the interesting, funny and clever stunts they could think of. What one did would suggest something else to another as the enthusiasm grew, the attitude of the children would be very different from the attitude of children who are trying to "learn a piece" which has been assigned by the teacher.

The value and success of the project method lies in the teacher's power to suggest and stimulate interest in worthwhile activity. In the case of the circus, undoubtedly some children will impersonate better than others and some will offer tricks which are rough or possibly vulgar. In working the parade or the performance to a climax and choosing the final performers and their stunts the teacher would have a fine opportunity to stimulate the children to make good judgments and choose the really good things, eliminating anything rough or cheap.

In this way the project method offers an excellent means of securing several desirable results. It offers *free activity* in which the children express themselves freely, revealing to the teacher where their judgments are faulty and need correction.

It builds upon the child's *immediate interest* and guarantees a business like attitude toward school work as something worth doing for its own sake.

It furnishes a strong motive for "regular" class work in many fields. "There's a reason" for doing many things well, which appeals to the child. In the hands of a wide-awake, resourceful teacher the project method may be used to great advantage. In the hands of a poor teacher it may unfortunately be made an excuse for poor irregularities and laxness.

Every teacher should study the meaning and application of this much discussed method and be ready to use it successfully when conditions are right for it.

Most of the Shadows of life are caused by standing in our own sunshine.—Emerson.

Practical Lessons in Thrift

By Savings Division of Eighth and Tenth Federal Reserve Districts.

Note. These lessons are prepared by the educational department of the Savings Divisions of the 8th and 10th Federal Reserve Districts. Correspondence is invited and should be addressed to C. A. Middough, Savings Division, Federal Reserve Bank, Kansas City, Missouri, by those in the 10th District, and to D. W. Clayton, Savings Division, 415 Locust Street, St. Louis, Missouri, by those working in the 8th District.

Lesson XIII

Week of December 6th

SAVING (Concluded)

AIM: To study practical means of saving money.

Procedure.

I. In order to accomplish anything along the lines of saving it is necessary:

- (1) To cultivate a desire to save.
- (2) To form a determination to save.
- (3) To persist until progress is made in saving.

II. Suggestions as to how to save.

(1) Invest regularly a definite part of your income in Savings Stamps. Do this before spending any part of income.

(2) Do not consider spending this money unless it is absolutely necessary. (See lesson 12).

(3) As your income increases, save the increase regularly and do not spend more than before.

(4) Save on items in your budget. Avoid contracting debts for other than reasons mentioned in lesson No. 8.

III. Some individual plans of saving.

(1) Saving all coins in one denomination you obtain.

(2) Paying self-imposed fines.

(3) Paying oneself for self-denial: For instance, one can credit oneself with 25 cents when one denies oneself a picture show, and with this buy a Thrift Stamp. (These methods may be used in addition to the regular plan of saving a part of one's income).

Conclusion. The desire to save, backed by the determination to save, followed by actual practice of saving, forms a habit that will mean independence. The best way to save is to lay aside regularly a definite amount of one's income and invest it safely.

Lesson XIV.

Week of December 13th

INVESTMENT

AIM: To study the first principles of investment.

Procedure.

I. What is investing?

(1) Investing is spending with the hope of greater returns.

(2) It is endeavoring to make savings earn.

II. The difference between investing and saving: Money saved remains constant. By practicing saving alone one has merely the amount saved. By making a good investment he has the amount of his savings together with the accrued interest; \$4.12 put in a box and allowed to remain five years is \$4.12 saved. \$4.12 put into a Savings Stamp and allowed to remain five years amounts to \$5.00. One is merely a savings and the other is an example of a good investment.

III. There are safe and unsafe investments. Discrimination must be used in making an investment.

IV. Tests of an investment:

- (1) Safety of principal.
- (2) Rate of interest.
- (3) Length of time.
- (4) Convertibility into cash.

V. Requisites for an investment:

- (1) Capital. (Acquired by saving).
- (2) Knowledge of security.
- (3) Competent advice. (Bankers are glad to advise investors and their advice should be sought before investing in speculative securities).

Conclusion: Good investment is the process of making money produce money. It requires capital, a knowledge of good and bad securities and a conservative judgment.

Lesson XV.

Week of December 20th

INVESTMENT (Continued)

AIM: To show why everyone should invest.

Procedure.

I. Reasons for investing:

(1) To make more money—good investment means accumulation.

(2) To provide an additional income. One may have two incomes—his regular income and an income from his investment.

(3) To protect savings. Loose money is un-

safe. It is likely to be lost or stolen.

(4) To aid in promoting essential industries. Money that is hoarded not only loses for the holder the interest, but is kept out of circulation, thereby hampering industry.

Advise on Investing.

1. Invest regularly by definite plan.
2. Invest in good security. Consult a banker.
3. Beware of high interest promises.

Conclusion: For protection of savings and in order to really make more money by providing an additional income and in order to aid legitimate industries it is essential to invest earnings. But it is also essential to invest in securities of known value that promise safety of principal and only a reasonable rate of interest.

Lesson XVI.

Week of January 3, 1921

EXAMPLES OF INVESTMENTS

AIM: To study Stocks and Bonds.

Procedure.

I. Bonds.

(1) Definition: A Bond is an obligation assumed by a corporation and is thus distinguished from a note which is an obligation assumed by an individual.

(2) Kinds of Bonds:

- (a) Government Bonds. They are obligations or notes of the government issued to obtain money. They have these features: (1) Absolute security of principal. (2) Reasonable net interest in that they are exempt from tax. (3) They are easily converted into cash.
- (b) State and Municipal Bonds. Usually issued to obtain money for improve-

ment purposes, such as sanitariums, school houses, etc.

(c) Industrial Bonds. They are obligations assumed by corporations to pay interest, to expand, to provide equipment, etc. Let it be understood that by issuing bonds a corporation is merely borrowing money.

(3) Some General Considerations Concerning Bonds:

(1) Government bonds are the safest forms of investment.

(2) All bonds are direct obligations and are secured by the wealth of the government or corporation issuing them.

II. Stocks.

Stocks are shares in a company. A stock holder is a share holder. He is a partner in the company and receives interest in the form of dividends, the amount depending upon the efficiency of the management of the business. Stocks are of two kinds, preferred and common.

(1) Preferred stock pays a definite rate of interest if the earnings permit. For instance, 8 per cent preferred stock means that if the earnings permit, the stock will produce a dividend of 8 per cent.

(2) Common stock is stock participating in the earnings after the preferred stock has been satisfied. In case of failure the preferred stock holders are paid first. If anything is left the common stock holders share it. Common stock is more speculative than preferred.

Note: Classified as to safety of investment the order is, first, Bonds; second, Preferred Stock; third, Common Stock.

The "Community School"

Superintendent Pryor McB. Collings in the October number of the "School and Community," told of the work of the Community School in McDonald county which he is directing. He described its curriculum, equipment and activities. The following tables are Supt. Colling's summary of the influence of the school on the pupils, the patrons and the community.

To understand the type of school and the full significance of the tables it is necessary that one should have read the article in the October number. The "School and Community" has a limited number of these on hand and will gladly mail one to those who request it. (The Editor)

REPRESENTATIVE INFLUENCES OF THE COMMUNITY SCHOOL

As previously stated the purpose of the Community School is to help rural boys and girls get a broad outlook on life through an active participation in community affairs.

With such a purpose it is quite conceivable that the behavior of both the children and the community will point toward worthy community life (home, neighborhood, state, and nation). For this reason the value of this school is measured in terms of its influence on the lives of rural boys and girls and the community in which they live. The following are a few of such representative changes brought about in three years endeavor to improve the wants of rural children, who, as dynamic forces, improve or influence the wants of the community. Two years are here compared—one (1916-17) preceding the organization of the Community School, the other (1919-20) the last year's work of this school.

INFLUENCE ON THE BEHAVIOR OF THE CHILDREN

	1916-17	1919-20
District Enumeration	50	54
School Enrollment	38	54
Average daily attendance	19	51
Number children attending every day.....	0	48
Number children dropping out at end of third month of school	16	0
Number cases of tardiness	51	21
Number cases of truancies	41	0
Number cases of corporal punishment	21	0
Number of Eighth Grade Graduates	0	10
Number who plan to enter high school	0	10
Number children participating in Community Fair, Recreational activities, Special Day Programs, Community Programs, etc.	0	54
Number of children actively engaged in Community Improvement	0	54
Number of children who read daily news papers, farm journals, etc	(No record)	54
Number children studying music	0	32
Number of children who read story books on Travel, History, Literature, etc., at home	(No record)	54
Number of children who use toothbrush	7	54

THE THREE R SUBJECTS

Reading, writing, and arithmetic are not taught as such in the Community School. They receive attention only when they serve some need in carrying forward the purposeful activities of the pupils. The following results seem to indicate that children acquire the formal subjects better when they are used as tools in real life activities than when they are taught as regular subjects in the traditional rural school. Compare September, 1917, and April, 1920, with the standard medians.

Reading (Thorndike Scale Alpha)

	III	IV	V	VI	VII	VIII
Community School						
Sept. 1917	2.28	3.48	5.96	5.98	6.11	6.78
April 1920	5.94	6.86	7.66	8.72	9.16	9.84
Urban Median	5.48	6.56	7.56	8.46	8.72	9.00

Handwriting (Thorndike—Quality)

	III	IV	V	VI	VII	VIII
Community School						
Sept. 1917	4	5	6	6	8	9
April 1920	9	11	11	12	13	13
Salt Lake Median	9	11	12	11	12	12

Spelling (Ayres)						
	III	IV	V	VI	VII	VIII
Community School						
Sept. 1917	28	43	59	42	43	62
April 1920	65	81	90	74	85	91
Ayres Standard	66	84	92	74	84	92

Addition (Courtis—Speed—Accuracy 100)						
	III	IV	V	VI	VII	VIII
Community School						
Sept. 1917	1	2	4	5	5	7
April 1920	3	4	7	8	10	11
Courtis Standard	3	5	7	9	11	12

Subtraction (Courtis—Speed—Accuracy 100)						
	III	IV	V	VI	VII	VIII
Community School						
Sept. 1917	2	4	5	6	6	7
April 1920	3	5	8	10	12	12
Courtis Standard	4	6	8	10	11	12

Multiplication (Courtis—Speed—Accuracy 100)						
	III	IV	V	VI	VII	VIII
Community School						
Sept. 1917	3	3	4	6	6	7
April 1920	4	5	6	8	10	11
Courtis Standard	3	5	7	9	10	11

Division (Courtis—Speed—Accuracy 100)						
	III	IV	V	VI	VII	VIII
Community School						
Sept. 1917	1	2	2	5	5	7
April 1920	2	5	5	8	11	11
Courtis Standard	2	4	6	8	10	11

INFLUENCE ON BEHAVIOR ON PATRONS

	1916-17	1919-20
Number of School visitors	0	327
Number of public meetings, Farm lectures, Recreational, Holiday Celebrations, Community Fair, Play Day, School Programs, Demonstration, etc.....	0	39,
Number voters attending Annual School Meeting.....	17	66
School tax levy	40 (min)	65 (max)
Length of School term	5 (months)	8(months)
Teacher's salary	\$150.00	\$800.00
Money spent for improvement.....	0	\$250.00
Number of Parent-teacher conferences	0	14
Donations by patrons for woodworking, sewing materials, etc. (estimated value)	0	\$65.00
Vote at last Annual meeting on need of Junior High School	(no vote)	60 for 6 against
Number of refreshments served by patrons of district at school	0	11
Number farmers to talk to children on farm projects	0	10
Number farmers' request for school help on crops, livestock, cooking, sewing, etc.	0	13
Number of farmers who read farmers' bulletins, farm journals, books on agriculture, etc.....	0	51

INFLUENCE ON COMMUNITY IMPROVEMENT

	1916-17	1919-20
Number of families in district	47	48
Number daily newspapers	2	31
Number of farm journals	1	47
Number of grafonolas	0	19
Number of Pianos	0	6
Number of Home Libraries	(Only Bible)	39**
Modern Poultry Houses	0	7
Cold Pack Method of Canning	0	18
Number of Cream Separators	0	43
Screens to doors and windows	13	48
Home beautification (Yards with flowers, lawn grass, removal of garbage, weeds, etc.)	8	44
Home conveniences (fly traps, milking and washing stools, gates and fences, mail boxes, gasoline stoves, homemade cookers, canning and drying equipment, etc.)	3	34
Preparation of healthful school lunches.....	0	48
Testing seed corn	0	41
Dairying	0	21
Community playground at school house.....	(nothing)	(Well equipped)
Modern pig houses	0	14
Thoroughbred live stock—		
Poultry	0	16
Hogs	0	11
Cows	0	10
Growing of alfalfa, clover, etc	0	11
Community Fair (Farm exhibits)	(none)	(best in county)
Community Baseball, Volley, and Basket Ball teams..	(none)	(best in county)
Community Singing Club	(none)	(best in county)
Community Improvement Club (Farmers' organization)	(none)	(best in county)
Number of miles of road improvement.....	4	16

CONCLUDING REMARKS

Our investigation of the three questions stated at the beginning of this article points in the direction of making the rural school an embryonic community, active with the type of things that reflect the larger community life. And helping boys and girls perform their part well in this little community is resulting, as the previous tables indicate, in the highest type of worthy living. Our tentative conclusion is except so far as the emphasis of the rural school curriculum is upon an intelligent participation in living experiences of the community it does not furnish the conditions for the growth of our rural boys and girls in the ideals of worthy community life.

**Home Libraries consist of Farmers' Bulletins, story libraries are collected by the children at school; that is, books for children on history, literature, travel, etc. The books and bulletins are ordered by them.

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A Model Centennial Program for Local Celebrations

This article by Professor E. M. Violette of Washington University was written for the Missouri Historical Review and is printed here thru the courtesy of Mr. Floyd C. Shoemaker, Editor of the Review. It will appear in the January number of the Missouri Historical Review.

—C. H. McCLURE, Department Editor

I have been asked to make some suggestions regarding the program for local centennial celebrations. Several things need to be considered briefly in addition to the content of the program. First of all is the matter of the date of the celebration. From the historical point of view August 10 is the most appropriate time for holding the celebration. Missouri was admitted as a state into the union on August 10, 1821 and in the very nature of things the celebration that commemorates that event would most fittingly come on its one hundred anniversary. But no community should feel bound to hold its celebration on that particular day. Local conditions may make some other day decidedly more convenient. The important thing is for each community in the state to hold a celebration at some time during the year 1921, and the date for the celebration might just as well come before or after August 10 as on that day.

August is usually a very warm and dry month, and for that reason objections may be made to holding celebrations during that month. But on the other hand there is no month in the year when the weather is more stable than August. Moreover, people will attend affairs when it is hot and dusty more readily than when it is rainy. Even a little rain will keep many a person away from celebrations and gatherings, especially in these days of automobiles. But hot weather seldom deters people from going to circuses or Fourth of July celebrations. Moreover, much of the farm work that requires constant attention is over by August. Hence there are more reasons for holding the centennial in August than there are against it.

In the second place there is the question of the number of days to be devoted to the celebration. Some communities may find it possible and desirable to prolong their celebrations thru several days. Palmyra held a five day celebration in 1919 in commemoration of the one hundredth anniversary of her founding. But from the reports that have come from that celebration it appears that while a very successful affair, it would have

been more satisfactory if it had been confined to two or three days instead of being strung out thru five.

In all probability the most successful celebrations will be those that are one day or at most two day affairs. In view of that fact I am recommending a program that will occupy two evenings and the day intervening, virtually a one day program, and the suggestions that follow will be based upon that plan.

For the first evening I would suggest what might be called a historical album or historical art gallery. The historical album could be arranged by erecting on a great open air platform a frame to represent a page in an old fashioned photograph album with the front cover hinged so as to open on the side. Within this frame certain individuals would be posed to represent prominent historical characters in the state and the community. For example, some one would be chosen to represent Thomas Hart Benton. He would be posed in the frame and then the cover would be turned back. While the picture is being exposed to view to the people seated in front of the platform, someone standing near the frame could give a brief sketch of Benton. The album would then be closed and some one else would be posed to represent another historical character. Instead of the frame being built to represent an album, it might be constructed so as to suggest a great picture frame, in front of which would be hung a curtain. As the characters are posed the curtain would be drawn back and the description given as in the case of the album. Besides historical characters, tableaux of various historical incidents and scenes might be given.

In addition to the Historical album or art gallery brief addresses might also be given during the first evening as well as choruses and community singing.

For the next morning I would suggest as the chief feature either a great exhibition of historical relics and of things representing the growth and development of the state, or

a procession of floats. The exhibits could be arranged in booths on the main streets of the business portion of the town, and if they are properly classified and grouped they will prove very interesting and instructive. There are very few counties in the state where it would be difficult to get together a collection of historical relics that would reveal the conditions of the past. For example spinning wheels, wool cards, yarn reels, flax hackles and a loom might be brought together and put into one booth to represent the old time processes of spinning and weaving. This exhibit would be all the more interesting if someone who could operate these implements would give frequent demonstrations and show how they work. In another booth there might be brought together pieces of old furniture and household furnishings, and in another old garments representing the styles of generations ago. Some of the booths might be devoted to demonstrations of our industrial development. For example old farming implements might be collected and placed along side of the latest including the tractor. Suggestions of this sort might be repeated at length but these are doubtless sufficient to convey the idea.

However if historical exhibits are not deemed feasible, then a procession of floats might be arranged for. By means of these floats many phases of the growth of the state and the community might be presented.

There is, however, a decided advantage in favor of the exhibits in booths as compared with the procession. The exhibits can be studied at leisure by the people who visit the booths, while whatever is shown on the floats can be seen for the moment and then usually at some distance away. Moreover, a procession of floats is very expensive if well carried out. Of course there should be plenty of band music during the morning, no matter what may be the chief feature. Band music serves not only to enliven the occasion, but it draws the people to the place where things are going on and holds them there.

At noon there might be a big basket dinner if a suitable grove is convenient.

In the afternoon there should be a few short addresses touching upon the history of the state and the needs of the hour. There should be also talks by old pioneers which would recall their early days in the state. There might be chorus music and other numbers of a musical or literary character.

In some communities contests of various kinds might be arranged for and held after the speaking and music are over.

The centennial celebration should be marked by the unveiling of historical tablets or monuments in these communities in which events of special local importance have occurred. As yet we have not done very much in Missouri in the way of erecting historical tablets or markers. As a result many noteworthy events in our history are fading from the memory of the communities of our state. It is time we were beginning to perpetuate the recollection of these events in bronze and granite. Especially fitting would it be for every community that holds a centennial celebration to include in its program the unveiling of a memorial tablet of bronze or a monument, or the dedication of a community house in honor of the boys of that community who gave their lives in the recent war. The position of this event on the program would depend upon the location of the tablet, monument or house. If the site is far removed from the place where the exhibition is held or where the addresses of the day are given, the unveiling or the dedication should occur late in the day so as to avoid drawing off the crowd from the other parts of the program. Those in charge of the program should do their best to keep the crowd together. When a crowd is once separated, it is very difficult to get it together for the purpose of resuming the program.

As the closing event of the celebration I would suggest a pageant of Missouri for the second evening. This affords opportunity not only for dramatic performance thru which many of the important events in the history of the state can be depicted, but also for drills and dancing thru which the Spirit of Missouri can be artistically presented. The pageant should be of such a character as to bring the centennial celebration to a close in a great climax.

A few words might be said about the preparation necessary for the successful execution of such a program as has just been laid out.

In the first place an organization should be effected at once in every community that is contemplating holding a centennial celebration. In some communities some patriotic organization, such as the D. A. R. or the American Legion, might well assume the task of getting the matter under way at least. In other communities the commercial club might

be the proper organization to direct the matter from beginning to end. In many places local historical societies might be organized for the special purpose of arranging for and carrying out the centennial celebration, and with a view of becoming permanent organizations after the celebration is over. In several counties in the state local historical societies were organized in 1916 and 1917 at the suggestion of the State Historical Society for the purpose of preparing for the centennial celebration in 1921. How far the war has sidetracked the original purpose of these societies is not known, but if they are still alive they are properly the organizations to carry on the local celebration.

But whatever organization undertakes to arrange for and carry on a celebration, the work should begin at once. The first thing to be done is the appointment of committees for the different features of the program. There should be, for example, a special committee on the historical album or art gallery, whose only duty would be to provide for that particular part of the program. Another committee should be appointed for the historical exhibits or for the procession of floats, another on speakers, and another on Historical markers or monuments, and still another on the pageant. In addition there should be such other committees as those on finance, publicity and decoration of streets. These various committees should be appointed by and help responsible to a small committee known as the executive committee who should have general oversight of the whole matter.

The committee on finance is necessarily one of the most important committees. Upon it fall devolve the task of raising the funds that will be needed for the celebration. Thru the executive committee it should find out how much will be needed and then bend all its energies towards getting what is wanted.

The publicity committee should keep the public informed from time to time as to the plans that are being made and the progress that is being made in the prosecution of those plans. It should also undertake to publish popular articles in the local newspapers on the history of the state. Unfortunately the people of Missouri do not know their history as they should and they will not get into the spirit of the celebration if they do not get at least a smattering of Missouri history thru the publicity committee.

The committees that have charge of the historical album, the exhibits of floats and the pageant should begin at once to make preparation for the events that have been assigned to them. For example, the committees that has charge of the album needs first of all to make a selection of the characters to be represented and the assignment of these characters to those who will represent them. Necessarily the committee will have to study state and local history and biography as they have never studied it before. The committee in charge of the exhibits will have to work in and out of season locating and listing historical relics and the like. This task should really be divided between several subcommittees, each of which would be made responsible for a particular kind of exhibit. The committee in charge of the floats would need to do a great deal of preliminary planning, involving the selection of the subjects to be presented and the assignment of the parts.

Perhaps the pageant will involve the greatest amount of preparation and co-operation. Each community should strive to produce a pageant that will be somewhat different from the pageant of the other community. Suggestions may be obtained from the books of the pageant of Missouri that has been given in the last ten or twelve years. The book of the pageant in St. Louis could be obtained in the department stores of that city a few years ago and possibly can be obtained there yet. The book of the pageant presented by the students of the Kirksville State Teachers College in 1916 may be obtained without charge by applying to Miss Lois Drake, Secretary of the college; and the book of the one given in Columbia in March, 1920, may be obtained without charge by addressing Mr. F. C. Shoemaker, Secretary of the State Historical Society, of Columbia, Missouri.

Very few communities would find it desirable or feasible to reproduce in toto any one of these pageants. But some communities will likely find certain parts of them that can be easily adopted to fit their own schemes and plans. Special effort should be made to introduce something of local interest into the pageant of each community.

For the benefit of all those who will need to read up on Missouri History in preparing for the various phases of the celebration, the following list of easily available books that will be of greatest assistance, is fine:

Rader—History and Government of Mis-

souri. Viles—History and Government of Missouri. Carr—Missouri. Violette—History of Missouri. Shoemakers—Missouri's Hall of Fame. Mention should also be made of Houck's History of Missouri up to 1821, 3 volumes, and Shoemakers'—Missouri's Struggle for Statehood. These two books are the great authorities on the subject with which they deal.

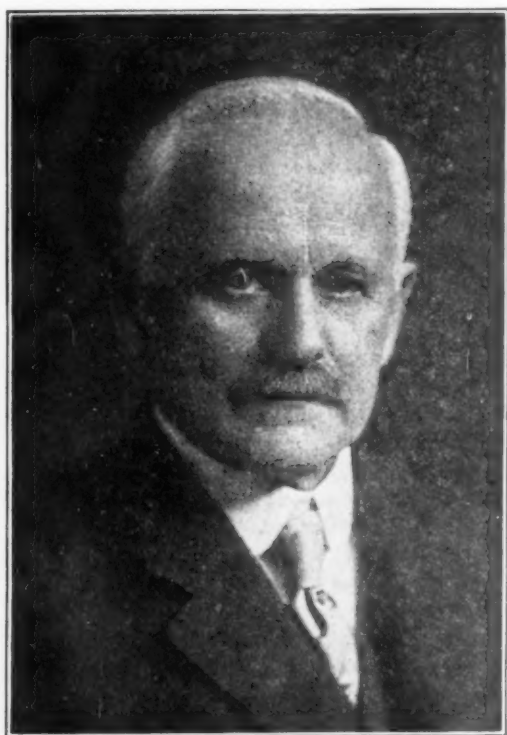
In conclusion may I say that those in charge of the program should make special attempts to enlist the support and co-opera-

tion of all elements in the community. The purpose of the celebration should be to educate the people in the history of the state and to quicken their interest in her welfare. This can not be realized unless all classes are led to take an interest in the celebration, and the surest way to get this interest in the celebration, is to take part in it. The celebration should be a community affair in every sense of the word. And unless it is, it will fall short of its great purpose.

Education for the New Democracy

By THOMAS M. BALLIET, 32 Waverly Place, New York, N. Y.

Abstract of address delivered November 12, before the Mo. State Teachers' Association



THOMAS M. BALLIET

Democracy is not merely a form of government but a mode of life. It means freedom to order one's life according to one's own conscience, and according to one's own wishes in so far as this does

not interfere with our neighbor's doing the same thing. In a political sense, democracy means government by a ruler who derives his power from the people and is responsible to the people. Autocracy means irresponsible power which is not given by the people and can not be taken away by them. It is "The right divine of kings to govern wrong."

Democracy is essentially freedom with its rights and its duties. There are various kinds besides political democracy.

There is, in the first place, religious democracy, the right to order one's religious life according to one's own conscience. This kind of democracy was brought about by the protestant reformation in Europe, followed by the wars of the seventeenth century.

In the second place, there is political democracy. This was brought about by the Civil War in England, the American Revolution and the French Revolution.

These are the two forms of democracy already realized in our own country.

There is, in the third place, such a thing in the future as economic democracy, which means not an equal but a juster, less unequal distribution of wealth, and economic freedom.

It is estimated that about five per cent of the people own about sixty-three per cent of the wealth in this country.

Some half dozen men dictate to the hundred million of fellow citizens what they must pay for coal; another half dozen what they must pay for meat. The prices of most necessities are dictated by the sellers, and the great public of buyers is at their mercy. This is essentially economic autocracy. It is the exercise of irresponsible power which the people have not conferred, and which they can not under our present laws take away. The abolition of this autocracy and the establishment of economic democracy is the great problem of the present and of the immediate future.

There is, in the fourth place, industrial democracy; which means that employees in industry must have some voice, not a controlling voice, in the management of the industry in which they are employed, in so far as it affects their health, their wages, and their conditions of living.

Finally, there is social democracy, which means that a man shall be taken for what he is and not for what he has, or for what his ancestors were or had. In industry he must not be treated as a commodity, but as a man with inalienable human rights. The late Mark Hanna used to say "We buy our labor as we buy our raw material—in the cheapest market," and not many years ago corporations used to speak of their workmen as "hands," and we still speak of "farm hands."

The education established to develop religious democracy consisted in teaching all the people to read their Bible. This was the beginning of the common school. The education required to develop and preserve political democracy consisted in teaching people forms of government and constitutions.

What is the sort of education we need to develop economic, industrial and social democracy?

Nearly all our present so-called political questions are essentially economic and sociological problems. Hence to train people to think them out we must teach them economics and sociology; and as all economic and all sociological problems are also ethical problems, we must also teach them practical ethics. Hence, economics, sociology and ethics should be compulsory studies for both sexes in all high schools, colleges and professional schools. This is the training in citizenship needed to enable people to solve the problems of the new democracy that is coming.

Religious and political democracy could not be established without war, because the people had no means by which it could be got in a peaceful way. But now, with the power of the ballot in their hands, the people can establish economic, industrial and social democracy in a peaceful way and by legal means, which our national constitution prescribes. There is therefore no room for resorting to violent means, or to physical force; and the whole power of the government must be used against those who would resort to such means. Let it be clearly understood that men and women are not punished in this country for their opinions, as is so often asserted, but for advocating violent, illegal action to make their opinions prevail. Bolshevism and I. W. Wism. are the criminal extremes of a movement which is in large part right, just as the Reign of Terror in the French Revolution was the criminal extreme of a movement which was essentially right. To avoid such extreme, wrongs which exist must be righted by legal means and in peaceful ways under majority rule.

The Missouri Compulsory Special Class Education Law

By J. E. Wallace Wallin,

Director St. Louis Psycho-Educational Clinic and Special Schools, Chairman Committee on Defective Children for the Missouri Children's Code Commission, Chairman Mental Hygiene Committee of the Missouri Conference for Social Welfare, Chairman of the Committee for Securing a Bureau for Mental Defectives of the State Conference for Social Welfare, and Member of the Advisory Commission on Mental Deficiency.

Thanks to the vigorous and persistent campaign conducted by the Missouri Children's Code Commission during the period from 1915 to 1919, Missouri now has one of the best, if not the best, special class education laws of any state in the union or indeed of any country in the eastern or western hemisphere. This law, effective August 7, 1919, absolutely requires every school district in the state to establish special classes for the feeble-minded, deaf and blind (and practically for the crippled also by virtue of a special provision to be referred to later) whenever there are ten or more children of each type in a given school district. The "board of directors of each school district" is required to "ascertain annually the number of children" of each type, and "shall provide transportation to and from school for such children as could not otherwise attend." The attorney general of the state has ruled that the law requires boards of education to supply the type of conveyance which will enable the child to get to the school. "Where two or more adjoining or contiguous school districts each have less than ten children but collectively having ten or more children" of each type, they "may contract with each other for the establishment of special classes for the education of such children in one or the other of said districts, provided the pupils cannot be accommodated in the appropriate state institutions established for their training." Moreover, if there are defectives in the state who have not been given appropriate instruction in accordance with the law, the State Board of Charities and Corrections is "authorized to take charge of and provide for the proper training of feeble-minded, deaf, blind and crippled children under the age of sixteen years who have not attained the eighth grade." If the parent or guardian is unable to pay for the instruction, the State Board of Charities is "authorized to incur such expense for such child, and to charge the same to the county in which it resides." It is the official "duty of the county superintendent of schools

to report to the State Board of Charities and Correction all children within their counties who come within the provisions of this section." The provisions of the compulsory school attendance law are made applicable to the feeble-minded, deaf, blind and crippled where special classes have been established, unless the defective child is provided "at home with such regular daily instruction during the usual hours as shall, in the judgment of a court of competent jurisdiction, be substantially equivalent at least to the instruction given the children of like development in such special classes." The attorney of the Board of Education of the City of St. Louis has ruled that the Board of Education has the authority to compel the examination of children who are being considered for the special classes, and that the transfer of pupils assigned to these classes can be enforced as long as they remain under the jurisdiction of the public school authorities, while the state attorney general has rendered an opinion that sheriffs and attendance officers can be called upon in the enforcement of the law. Children in special classes could, under the law, be prevented from withdrawing from parochial or private schools which do not support special classes. It is the duty of the state superintendent of schools to see that "instruction, which is adapted to the varying physical and mental capacities and handicaps of the children, must be provided in these classes under the regulations of the state department of education." It is his duty to "inspect" and "approve" the classes, and, in August of each year, to set aside from the state school funds an annual appropriation of \$750 for each teacher wholly employed in the instruction of the feeble-minded, blind or deaf, provided she has "been especially trained for work in such classes," "in accordance with the rules and regulations established by the state superintendent of public schools." The state department of instruction has issued tentative regulations concerning the special classes for mental defectives, and the minimum amount

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It should be evident from the above citations that the Missouri law imposes an obligation, inescapable in its moral and legal compulsion, upon all the officials charged

with the administration of public elementary education in Missouri. To evade this obligation is tantamount to a violation of the statutory law of the state. Although under the law all officials cited in the statute have been legally required since August 7, 1919, to institute appropriate courses of study in public special classes for all blind, deaf, crippled and trainable feeble-minded children in the state subject to the provisions of the compulsory school attendance law, not a single class has even at this date been organized in any city of the state outside of St. Louis and Kansas

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City, where classes for the feeble-minded and deaf had been established long before the law was enacted. Even in these large centers of population not a single class has as yet been organized for blind or crippled children.* In other words, there are thousands of mentally handicapped children all over the state to-day who have not received the benefits guaranteed them by law. The majority of feeble-minded, blind, deaf and crippled children throughout the state are no better off today than they were prior to August 7, 1919. There are hundreds, nay probably thousands, of blind, deaf, feeble-minded and crippled children throughout the state—and some of them live in the imperial cities of St. Louis and Kansas City—who had never been in school before the law went into effect, and who are not now in school. Even with a compulsory attendance law and a mandatory special class law, the majority of defective children are still worse off in Missouri than in many other American states, although some of the states have no compulsory special class law, particularly for the mentally defective and crippled.

What is the reason for this profound apathy in Missouri respecting the statutory rights and the educational welfare of defective children? Aside from the low educational status of the state as a whole—the thirty-fourth in rank according to Ayres' latest estimate—the three following factors are worthy of consideration. First, a failure to understand the necessity for special educational provisions for defective children, coupled with a more basic failure to comprehend the social, educational and psychological significance of the whole problem of mentally subnormal, abnormal and defective children. This statement does not apply to the enlightened social workers of the state, but it does apply to the general public and to a considerable number of teachers and educators. In order to stimulate proper interest among educators themselves in the welfare of the legion of mentally abnormal pupils who are constantly present in their schools, the writer called a meeting in St. Louis Nov. 6, 1919, for the purpose of organizing a department of special classes of the Missouri State Teachers' Association. Such a department was duly organized with a charter mem-

*According to information just received Kansas City has three classes of crippled children, St. Joseph one class for "Subnormals," while Joplin is ready to organize classes in conformity with the law as soon as competent teachers can be secured.

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bership of 31. The Missouri Conference for Social Welfare has for years maintained a committee on Mental Defectiveness or Mental Hygiene which has kept alive the interest of the Conference in the problems of the insane, epileptic and feeble-minded.

We have an excellent special-class law in Missouri, but it is not being enforced. Is there any class of workers in the entire state who should be more assiduous in their effort to secure rigid enforcement of this law than the teachers and school administrators of the state? The challenge is to you, Mr. Schoolmaster and Miss Schoolmistress! You know the Missouri law with respect to the education of defective children. Now make vocal your demand that this law be promptly and scrupulously carried out. It will lighten your heavy burden of teaching and management, and it will be a godsend to thousands of unfortunate children in all sections of the state.

Second, a defect in the drafting of the law whereby the responsibility for the establishment of special classes was not explicitly and definitely lodged in one central state authority. Effort will be made to remedy this defect by an amendment to the statute.

Third, the failure of the legislature to provide the means for the accurate, scientific selection of the children who should be assigned to the special classes, especially the classes for the mental defectives. One of the pivotal measures of those dealing with the care of the feeble-minded in Missouri which the writer drafted for the Children's Code Commission was designed to supply this very need. It was emphasized again and again that the whole state program for the care of the feeble-minded would be defeated or endangered if the state did not supply the machinery for the expert examination and certification of the cases, but the legislature

failed to pass Senate Bill No. 37 which provided for a state Bureau for Mental Defectives. From replies received to a questionnaire addressed on October 1, 1919, to the superintendents of schools in the 16 most populous cities in the state it was evident that the chief reason why nearly all of these cities had taken no steps to establish the classes for the mental defectives was that the state had failed to furnish competent officials for the thorough examination and accurate certification of the cases. One of the most important measures which the 1921 legislature should be asked to enact is the Children's Code bill introduced in the last two legislatures providing for the Missouri Bureau for Mental Defectives.

It is squarely up to the teachers and educators of the state to demand that the legislature establish this bureau, instead of leaving all the propaganda work to other organizations. The State Teachers' Association has not yet, so far as I know, passed a single resolution dealing with our mentally handicapped school children. I am appealing to the State Teachers' Association to pass a resolution calling upon the next legislature to establish this essential bureau, and to enact further legislation in behalf of the mentally handicapped, and to organize and support an active propaganda and a lobby at Jefferson City during the meeting of the next legislature, so that the bills which will be introduced may receive favorable action. The crippled children should receive all the benefits accorded the blind, deaf and feeble-minded in the present special class act—they were deprived of some of these benefits by destructive amendments to the original bill—and special provisions should be added for the benefit of speech defectives and mentally subnormal children who are not feeble-minded. The

bill for the compulsory custodial commitment of the irresponsible, delinquent, dependent and unprotected feeble-minded, which was vetoed by the governor, should be reenacted, and the state should be required to make far more liberal provision for the colony care of these feeble-minded dependents. In the colony care of the feeble-minded Missouri ranked twenty-third among the states of the union in 1910, and twentyseventh in 1916, while ranking second in winter wheat, third in live stock, fifth in agriculture, seventh in population and ninth in wealth. In 1916 Missouri provided colony care (at Marshall) for 16.7 feeble-minded and epileptic persons per 100,000 of the general population as compared with 59.2 in Indiana, 66.5 in New York, 67.2 in Iowa, 67.9 in Minnesota, 70.6 in Ohio and 96.5 in Massachusetts. Last year Missouri spent 5.4 cents for each inhabitant of the state for the colony care of the feeble-minded and epileptic as compared with 10.4 cents in Indiana, 11.4 cents in Illinois and 18.5 cents in Minnesota and Iowa. The Missouri colony was built 21 years ago with a contemplated capacity of 1,000 beds. Today the institution can accommodate less than 600. Verily Missouri has pursued a most niggardly policy in the care of feeble-minded irresponsibles. This niggardly—nay, shall we say suicidal—policy on the part of the state has driven the city of St. Louis to vote bonds for the establishment of a farm annex for the feeble-minded. But the colony care of the feeble-minded is a state function and not a city function.

The fight for the enactment of the bill, defeated by the last two legislatures, prohibiting the marriage of the feeble-minded, epileptic and insane, should be renewed with increasing vigor. We should not relax our efforts until this bill has been made the law of the state.

All children should be required to attend school on full-time until they are 16 unless they have completed the eighth grade at 14 or 15—such a bill failed in the last legislature—a state-wide sentiment must be developed which will make impossible the flagrant violation of the compulsory school attendance law which is now prevalent even in the largest cities of the state, while English must be made the sole medium of instruction in the primary and intermediate grades of all schools in the state. Let us outlaw all the elementary schools of the state which, requiring a foreign tongue as the medium of instruction,

leave the acquisition of English to the inadequate and incompetent chance instruction of the home and the street. This continuance of this condition will render impossible the development of a national language which shall be uniform, clear and correct in articulation and elegant, forceful and expressive in diction.

It is up to the consolidated teaching forces of the state to go after the legislation which will provide the conditions which are absolutely essential for the proper education of the great variety of children found in the state. The schools are maintained for the education of all the children of all the people of the state, but they are not now adequately performing their high function, and cannot possibly do so until the work has been differentiated to meet the needs of all types of children. Nor can the teachers of the state render the service they are paid to render until proper instructional conditions have been supplied.

The State Teachers' Association has done commendable work in behalf of the teachers of the state, and a long hard way must still be traveled before the teaching profession has been given adequate conditions of work. But



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let us not forget that the teacher exists solely for the service of the pupils. We must not lose sight in all our legislative endeavor of

the end-product of the educative processes and the educational system, namely the child himself.



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Items of Interest

DOES PRES.-ELECT HARDING FAVOR THE SMITH-TOWNER BILL?

At the Salt Lake City meeting a resolution was unanimously adopted authorizing the President of the Association to appoint two committees of five each, one to visit Senator Harding and the other to visit Governor Cox. These committees were instructed to present the legislative program of the Association to the respective candidates and to solicit their support of the same, particularly of the Smith-Towner bill, providing for a Department of Education with a Secretary in the President's Cabinet and appropriations by Congress to encourage and assist the states in the promotion of education.

In conformity with this resolution President Hunter appointed two committees, one to wait on Governor Cox, the other to confer with Senator Harding.

The Chairmen of these committees succeeded in arranging interviews with the respective candidates. The legislative program of the Association was presented to each and his interest and support solicited.

The statement of Senator Harding, now President-elect, as authorized for publication is given below:

"I have committed myself to the creation of a Department of Public Welfare as a necessary governmental agency for carrying out effectively a program for the promotion of social justice and human welfare. I have outlined in my public addresses some of the things which I think should be included in such a department. I refer particularly to my address on "Social Justice" delivered at Marion, Ohio, on October first, to representative groups of women who honored me with their presence on that day.

"I did not on that occasion directly touch upon the question of the inclusion of education in such a department as I proposed. Obviously, education in all its aspects might be one of the chief concerns of such a department. Indeed education is so intimately related to every phase of human welfare and to the perpetuity of our free institutions that it must be considered of primary importance in any program for social betterment.

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"So important is education to the life of the Nation and so extensive its work that it has been proposed to establish a Federal Department of Education to conduct, research and carry on investigation in the field of education, and to encourage and assist the states and the local communities in the promotion of education.

The Federal Government has established the precedent of promoting education. It has made liberal grants of land and money for the establishment and support of colleges of agriculture and mechanic arts, and in more recent years has made appropriations for vocational education and household arts. Without interfering in any way with the control and management of public education by the states, the Federal Government should extend aid to the states for the promotion of physical education, the Americanization of the foreign born, the eradication of illiteracy, the better training of teachers, and for promoting free educational opportunities for all the children of all the people.

Heaven is but today made lovely with tomorrow's face.

ANNOUNCING

McClure's HISTORY OF MISSOURI

By C. H. McClure

Head of History Department, State Teachers' College,
Warrensburg Missouri

A CENTENNIAL HISTORY

Since before the close of this school term Missouri will be ushered into the Centennial of her statehood it should be a matter of pride as well as patriotic duty for every Missouri teacher to make an intensive study of the history of the State.

This book is written for the purpose of giving to the boys and girls of the State the story of Missouri's development during the one hundred years of her statehood, in a form that they may read with profit to themselves and to the great State which is their home.

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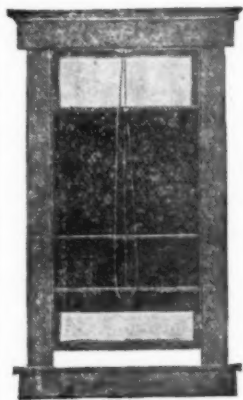
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The Chosen Prince

EDUCATIONAL PREMIUM LIST FOR 1921 MISSOURI STATE FAIR IS READY FOR DISTRIBUTION

Write Superintendent Sam A. Baker, Jeffer-
son City, Missouri, for Free Copies—
\$1,655.00 in Prizes.

Offering a total of \$1,655 in prizes to Mis-
souri schools, the advance copies of the 1921
Missouri State Fair Educational Premium
List were issued from the press the week of
November 8-13 and distributed at the meet-
ings of the State Teachers' Association in
Kansas City.

For the purposes of the State Fair Exhibit,
schools are classified as country schools,
town schools, high schools, vocational schools
and special schools. Prizes are offered for
the best exhibits in writing, drawing, paint-
ing, essay writing and handiwork. Every
school in Missouri has an equal chance with
every other school to win one or more
premiums.

The total amounts offered in each classi-
fication are as follows:

Section A—Country Schools.....	\$464.00
Section B—Town Schools.....	396.00
Section C—High Schools.....	270.00
Section D—Vocational Schools.....	96.00
Section E—Special Schools.....	357.00
Section F—Specials.....	72.00

Country schools include those having one
or two teachers; town schools all those hav-
ing more than two teachers; high schools in-
clude those of the first, second and third
classes and accredited private schools doing
work of the same rank as the high schools;
special schools include high schools of cities
of more than 100,000 population, normal
schools, colleges, universities and schools not
included in one of the above classes. By a
school is meant the entire system in any one
district. Exhibits must be entered in the
name of a school and not of individuals. A
school may make three entries in any one
premium number, but not more than three.
All material submitted for exhibition must be
work done by pupils as a part of the school
course for the school year 1920-1921. Entries
close on August 3, 1921. The dates of the
Fair are August 8-20, 1921.

"Every teacher, as a loyal Missourian, will
want to see this great exhibit a success,"
says State Superintendent Sam A. Baker, the
director in charge of the department. "Every
school in the state should be represented with
an exhibit; and I am sure the majority of

them will be represented. Every teacher can be a co-partner in the success of the school's exhibit."

Copies of the Educational Premium List may be had free on application to Mr. Baker. Simply drop him a postal card, address in care of the Department of Public Schools, Jefferson City, Mo.

The 1921 Missouri State Fair and Centennial Exposition will celebrate the century-mark of Missouri's statehood. Exhibits will be made of thousands of objects famous in Missouri history. There will be pageants showing in imposing spectacle the progress of the state, and its past and present greatness. Sedalia is making large preparations to entertain the largest crowds in the twenty-one years' history of the Fair.

GOVERNOR-ELECT HYDE ON RURAL SCHOOLS

From The Globe Democrat

"A survey by the Carnegie Institute found Missouri's school rank to be 32nd. A subsequent survey by the Russell Sage Foundation disclosed the fact that the schools rank 34th among the 48 states.

"Missouri's rank in education always has been low. In 1880 the state ranked 30th in the Union; it ranked 33rd in 1890; 32nd in 1910 and ranks 34th today.

"The condition of the schools in this state is not due to the war, but is a condition which has obtained all along.

"To build up the schools is not alone the problem of remote country counties, but it is the problem of every Missourian no matter where he lives.

"An illiterate voter is just as much a threat to the country and its institutions if he lives in Alabama as if he resides in Missouri."

Hyde declared that of the total school pop-

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ulation, school statistics show that only 56 per cent attend schools. He said it is the problem of the state to find out why the other 44 per cent of the children are not in school. At this juncture he advocated a mother's pension law, which will enable widows with children to educate to send them to school. He declared for a child labor law which absolutely would stop the use of little children in the industries.

Hyde said the average length of time that Missouri children attend school during the year is only 92 days, and that the average length of the school term is 163. Only 11

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per cent of the children ever enter high school, he said.

"Do you know that Missouri spends only \$25.43 a year for the education of each of its children, which is about enough to feed a horse two weeks.

"I am ashamed to say that we pay the devoted men and women who teach the children of this state an average of only \$54.42 a month.

"The necessity for a new constitution first arises in the sorry plight of the public schools. I am of the opinion that every forward-looking citizen will favor a new constitution when every considerable group of the people can have a voice in its making.

"I think I speak the sentiment of the people of Missouri when I say that we never will be satisfied until Missouri ranks equal to the best in the Union in education.

Hyde in advocating the 60 million dollar bond issue said the proposition of better roads goes deeper than mere hauling. It can be shown, he said, that illiteracy is greatest in communities which have bad roads and lowest in communities which have good roads.

"There is a great crisis in the public schools. This is largely due to the war. Missouri's system of public schools has been efficient, but when the war came on it was impossible to get young men and women to qualify for teaching.

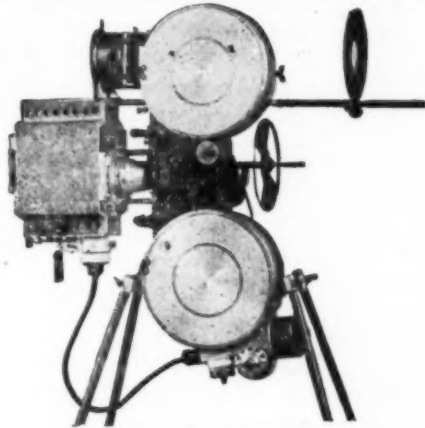
"The salaries of teachers in this state are shamefully inadequate, when we consider that theirs is the high work of educating the children of Missouri.

"During the war the draft showed that there were more than one million young men called who were unable to read or speak the English language, so that if an order had been given them in English they could not have understood it. This emphasizes the necessity for Americanization work in this country.

"Our rural schools are not what they ought to be. The teachers' pay is but a pittance and even the salary paid to high-school teachers is wholly inadequate. While the state now gives 55 cents of every dollar of revenue collected to the schools that is not enough.

"I look forward to the time when the women will serve upon the school boards and work with us in the solution of those great problems."

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A LETTER FROM A LAYMAN

Dear Professor:—

From newspaper reports it would seem that the State Teachers' meeting was a real lively affair, and that much progressive work was mapped out. There is certainly room for improvement along these lines. No doubt from your position you can see much need of education, but just remember that your work takes you to the head of the line and that you see the good results, and that my line of work puts me at the foot of the line and I see the results of the lack of education. I am employing unskilled and uneducated labor. For the last seventeen months I have been working in Kansas. During that time practically all of my laborers have been brought from Missouri and that too from Greene and Stone counties. During the early part of September of this year I brought fourteen men from the latter county. One day as we were sitting around camp on account of rain, I asked a few questions along the line of current political issues, etc. In answer to the question, "Who is president of the United States," only one man answered correctly. And one said Jim Reed was president. In answer to the question,



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"What is the eighteenth amendment," not a single man knew. One fellow said he did know but had forgotten, but he voted for it just the same. In answer to the question, "Who is governor of Missouri," only two knew. A number of questions were asked and all replies were along the same line as above. The questions were all asked in earnest and the answers were given likewise.

"I have had several men on the work who could neither read nor write, all but with few exceptions spend their earnings gambling, most of them swear, and practically all of them use cigarettes. Most of them will make their word good, and very few endeavor to beat their bills. Most of these men are in their twenties with about half of them married, about fifty per cent of these are separated from their wives. Not any of them draw less than thirty dollars a week if they work steadily.

"As I sat at the banquet at Drury the other day and noted the distinguished personages of that gathering, I felt what a wonderful contrast it was with the personnel of my daily surroundings. I realized that Drury cannot reach this class, but I do know that our public schools should reach them. I know also that it is not the fault of the teachers, for

they are giving a two-dollar service for a dollar salary. The public conscience should be aroused. I have but one criticism to make against our public schools, the course of study has been based too much on the idea of fitting the youth for a career of commercialism, when it should have been true manhood and womanhood with the idea of making a real citizen.

"It might occur to some that these are sporadic cases. I have been in this business for fourteen years and it has been ever thus. I have also been in close contact with contractors in this line of work in seven different states and all report similar conditions with Missouri possibly topping the bunch."

Respectfully yours,

A. LAYMAN.

COUNTY SUPT. L. D. ASH

Tries a New Kind of Township Meeting
Paris, Mo., November 23, 1920

To The School and Community,
Columbia, Mo.

An interesting condition is and has been facing the county superintendents in Missouri for some time, caused partially by the shortage of teachers and partially by the fact that some teachers can not do teaching work in a satisfactory way.

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This year at the August teachers' meeting in Monroe County we arranged for a new kind of township meeting of teachers.

In this county we have ten townships with approximately ten teachers in each. A county superintendent with this number of schools to visit can only be a fairly good inspector—still he is called a "county superintendent."

To illustrate our township meetings: On October 22 all of the teachers in Jackson Township met at Oak Ridge School, which is located in the township. All of the schools therein dismissed school except Oak Ridge. The pupils of this school knew what their assignments were for the 22nd, five days prior to the time of meeting. Each teacher knew what class she was to conduct and the assignment, as well, five days prior to the time of meeting.

Only a portion of the program is given here but it will give an idea of the meeting: 9:00 o'clock a. m. Opening exercises.

1. 8th grade History class Chap. 29 in text. Taught by the teacher of McGee school.
2. 5th and 6th grade History, pp. 112-120. Taught by teacher of Carter school.
3. Physiology, Chap. 8 in text. Taught by

teacher of Cedar Bluff School.

The purpose of this meeting was to give as nearly as possible an ideal recitation on the part of the pupils as well as ideal instructions on the part of each teacher. Furthermore, each teacher at some period during the recitation gave the assignment for the following day to her class in the best possible way.

The meeting was 100 per cent strong. Each teacher brought her lunch. There were no patrons present, although they were welcome, it was understood that it was to be a meeting of teachers, for the purpose of observation and practice teaching.

The pupils were dismissed at three o'clock and the remaining hour was given to discussion and friendly criticism. There being no adverse criticism at this particular meeting, each teacher went back to her work with broader and better ideas and during the remainder of her term of school will be a better teacher.

P. P. Callaway, who, as many readers of the "School and Community" know, suffered a severe attack of Influenza last February, which was followed by Diphtheria, is recovering sufficiently to write to his friends occa-

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Kansas City, Mo.

sionally. His sickness was so severe that Mr. Callaway was compelled to withdraw temporarily from his school work. He is now resting at his old home in the Ozarks and successfully "fighting his way back" to good health. Mr. Callaway was a member of the Executive Committee of the M. S. T. A., and was greatly missed from its councils. His friends are all pleased to know of his improvement and all hope for his early and complete recovery.

"Just Kids" isn't a picture about frolicking children or gamboling goats, but a story of gloves, telling how various kinds of hides are turned into gloves of every kind and fashion. Machinery has not yet been invented which can make gloves without the close supervision of man. The wetting and the stretching of the hides, and the cutting is the most careful kind of hand work. This Ford Educational Weekly Film No. 184 follows the hide through the factory showing the processes until the glove is completed and inspected ready for the buying public.

Dr. M. P. Ravenel, Professor of Preventive Medicine and Medical Bacteriology at the University of Missouri, and well known by the teachers throughout the State was recently elected President of the American Public Health Association. Dr. Ravenel has long been prominent in health organizations of a national character, having served as president of the National Association for the Study and Control of Tuberculosis and of the United States Live Stock Sanitary Association.

Vitalized Agriculture proves a success in Porter School, according to a letter from Mrs. Marie Turner Harvey, written to Professor Holden. Mrs. Harvey tells in this

very interesting letter how the shifting of population has brought into the district many pupils who have not been "brought up in the nurture and admonition" of the Porter School and who need the interest and enthusiasm that Vitalized Agriculture gives in order for them to be held regularly in school which runs contrariwise to their established habits.

The Teacher Shortage in Missouri is still serious according to figures compiled by the National Education Association. These figures show that out of fifty-seven counties reporting there was an actual shortage of 274 teachers, while these counties showed that they contained 1053 teachers whose qualifications were below the minimum standard.

Chillicothe High School is commendably elated over the fact that their team won first place in the Dairy Judging Contest held in connection with the National Dairy Exhibition held at Chicago. The victorious team was composed of Arthur Gwin, Arthur Bennett and Lowell Forbis, with Francis Gwin as an alternate. Those who read agricultural papers have already formed the acquaintance of these young notables from their pictures and the stories of their conquests.

The boys and girls of Bethany recently earned \$500 which will be spent for playground equipment. They set aside a day called Labor Day in which each would work and give to the school for playgrounds all the earnings. This was a real labor day.

Health inspection of the children in the schools is being given in Dunklin County by the U. S. Public Health

Service in cooperation with the State Department of Public Health.

George W. Reavis, who for the past year has been rural school inspector in the office of the State Superintendent of Public Schools, has recently been promoted to the office of Chief Clerk in that office. This position which is the highest in the office next to the Superintendent was, until Mr. Reavis took charge, held by Mr. J. L. Campbell. Mr. Campbell resigned to take charge of educational work in a St. Louis church.

Miss Agnes Rank, formerly county superintendent of Mercer, has been appointed inspector of rural schools for the State. Miss Rank enjoys the distinction of being the first lady to occupy that position in Missouri and Superintendent Baker will have the unanimous approval of the people of the state in his happy selection of this efficient county superintendent.

Mrs. Bessie C. Whitely, for twenty years supervisor of music in the public schools of Kansas City, has resigned that position to accept a place on the editorial staff of the Sherman Music Publishing Company of New York. Mrs. Whitely is widely known not only as an able supervisor but also as an author of unusual merit, being regarded by many as the leading composer of classical music for children in the United States.

Supt. Geo. W. Diemer, has been elected principal of the Henry C. Kompf school in Kansas City. Supt. Diemer has made for himself an enviable reputation as an efficient superintendent in the schools of Excelsior Springs.

The Missouri Tuberculosis Association is making a health survey of several of the rural schools of Nodaway County. The work is being done by Miss Elizabeth Moore, director of Health Surveys for the Association, and her assistant, Miss Thornbury. Five or more typical rural schools will be surveyed.

County Supt. R. B. Wilson of Jefferson County is pleased over the result of the vote on Consolidation in Rock township of his county. Six districts united with only 15 votes against the proposition.

The Drury Banquet held at the Savoy hotel and attended by the Alumni and friends of the College who were attending the Convention was a very enjoyable affair and characteristic in the spirit, enthusiasm and good fellowship of that institution which has recently taken on new life and acquired a greater vision of its work. Talks were made by President Nadal, Doctors Fenbel and Williams, Capt. White, O. J. Hill, Geo. Melcher, L. L. Lichtler, Prof. Shaw, Ada Grabill, Guy Holmes, F. S. Slagle and R. B. White. The banquet was attended by about thirty-five people.

Albert S. Lehr, editor of the Missouri School Journal, has accepted a contract for lecturing under the direction of the Community Lyceum Bureau of Mt. Vernon, Mo. Mr. Lehr's lecture is "The World of Tomorrow, or the Next Great War with the New Breed of Heroes." Last spring Mr. Lehr won extensive prominence as an impersonator of Abraham Lincoln.

The Woman's Chamber of Commerce of St. Louis has heartily endorsed the program of the State Teach-

Salaries for Teachers

In our territory were never before so good.

Superintendents and Boards are calling on us every day for teachers.

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ers' Association and expresses its willingness to co-operate in securing its passage by the next General Assembly.

WITH THE PARENT-TEACHER ASSOCIATIONS

By Mrs. Ward Morgan, Press Chairman

The district president of Springfield, Mrs. J. C. DuBuque, took advantage of the meeting of the Southwest Missouri Teachers' Association which was held at Springfield in October, and called the annual conference of the P. T. A's. at that time.

Many teachers and representatives of circles of the 16 counties attended the conference. Reports of the various circles were given and individual problems discussed. Questions were asked by new members and helpful suggestions offered by the older ones. One school reported that during the past year the fathers had become interested in the work of the association and had inaugurated a drive that resulted in the purchase of \$800 worth of gymnasium equipment for the school, the circle assisted a great deal in the work of the Greene County Health Association and several needy families were relieved through the assistance of the members, a rest room was installed for the teachers and a filled medicine chest given to the school.

Mrs. Wm. Ullman, the State President, discussed "How the P. T. A's. can Help the Children in Missouri." Mrs. J. B. McBride, Springfield Council President, spoke of What the P. T. A's. do for the Community. An illustrated chart talk, "Better Babies," was given by Mrs. Chester Rowton. Other speakers of note were D. W. Clayton, of St. Louis, who spoke on the subject of Thrift in the Schools and Dr. Thomas H. Haines, representing the National Committee on Mental Hygiene and who is now

directing the survey for ascertaining the amount of mental deficiency among the school children of Missouri. He explained the tests used on the children and urged the necessity of colonizing the feeble minded men and women of the State.

At noon the members were entertained at luncheon at the Chamber of Commerce where the Hon. P. P. Claxton, U. S. Commissioner of Education, gave a short address. He said "The public school system of this nation although still faulty, is recognized by other nations as the greatest so far evolved. The public school is the greatest cooperative enterprise in the world. It is more than any other institution shot through and through with the spirit of Christianity, for it makes no distinction between the rich and poor, the fortunate and the unfortunate."

The P. T. A.'s of this country are pleased with the hearty endorsement that Mr. Claxton has always given them. Mr. Claxton said "The biggest thing in the nation, so far as I can see, is the fullest possible development and use of the Parent-Teacher Associations. An association should be organized in every community in the United States. It is the keystone of a vigorous, virtuous democracy.

(For the benefit of those who wish to organize a P. T. A. Circle the address of the Chairman of Literature is given: Mrs. Karl Eaton, Delaware and Hawthorn Sts., Springfield, Missouri. Mrs. Eaton will send the literature on request. A small fee will be charged for it.)

BOOK REVIEWS

NATURE STUDY FOR BOYS AND GIRLS, with A Teachers' Manual of Instruction, by John Bradford Craig. The first four books which form the first group of a series is particularly well adapted to the grades for which they were written, the third, fourth, fifth and sixth. The stories, facts and illustration are presented in such a way as to develop and hold the interest while they present to the pupil both the utilitarian and ethical sides of nature. The series is well graded as to subject matter and presentation. The teachers' manual offers extraordinary help to the teacher, making possible, with a minimum of preparation, a clear and purposeful presentation. Each book contains about 160 pages, bound in cloth; McIndoo Publishing Co., New York Life Building, Kansas City, Mo.

THE PRINCIPLES OF EDUCATION, by Jesse H. Coursault, Ph.D., Professor of the History and Philosophy of Education and Dean of the Faculty of the School of Education in the University of Missouri; edited by W. W. Charters, Ph.D. Dr. Coursault has written this book with the evident purpose of stating clearly the guiding principles of educational thought and practice, viewing the truths from the standpoints of science and philosophy. Science, which regards man as a biological organism controlled by physical causes, and teleological philosophy, which seeks the sources of control in purposes and ideas, are run parallel in the discussions, the philosophical view being given first and then amplified and supported by the natural sciences.

The book has three general divisions: (1) The Individual Process, which analyses the process into purposes and means of control, tells how new purposes and new means of control are made and presents personal development as attained through interest and effort; (2) The Social Process in which is a chapter on the analysis of this process, another on the nature of patterns for

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purposes, discussing how history and the fine arts guide in forming of new purposes, another on the nature of patterns for control in which the sciences are discussed as means, not as ends, emphasis being laid upon the fact that their values are not ultimate, and a chapter on social development describing its nature and classifying the social activities; (3) The Educational Process treated as the process that unites the individual and social processes; the social institutions being educational in character, the function of the school is supplemental. These Chapters under this general division are, The Principles underlying the Making of the Curriculum, The Principles underlying the Methods of Teaching and Educational Development. The general organization of the book is extraordinarily logical and the book is excellently adapted to class room work as a basic text. 480 pp., Silver Burdette and Company, Chicago.

A FIRST BOOK IN AMERICAN HISTORY, by Charles A. Beard and William C. Bagley. Intended for the intermediate grades of the elementary schools. Its authors seem to have succeeded in producing a text that will serve the double purpose of giving to those who may not attend school beyond the sixth grade, the fullest possible equipment for citizenship and of furnishing the necessary prerequisites for history in the higher grades. They have discarded the too prevalent methods of writers of history for the intermediate grades in that their production is neither an abridgement of an advanced history nor a collection of biography. Three devices have been adopted by the authors for the presentation of the subject; first, the problem or project method is clearly evident; second, biography is used without allowing it to restrict the broader sweep of events and movements, and third, condensed narrative keeps intact the account of the growth



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and development of the nation.

Colored maps are used frequently and maps in black and white are placed where needed throughout the book. The illustrations are numerous, apt and of a high quality. 460 pp., The MacMillan Company.

THE MAGIC VOICE. By Florence Crocker Comfort, A playlet, the purpose of which is to encourage better speech. The characters, some of whom are Better Speech, Professor Good English, Slovenly Language, Vulgar Slang, and Mispronunciation furnish action that holds the attention through the twenty pages of the playlet. The book contains a suggested program for Better Speech Week and directions for the construction of Better Speech posters. 31 pp., heavy paper cover, price 50 cts. The Prang Company, 1922 Calumet Avenue, Chicago.

THE OUTLINE OF HISTORY by H. G. Wells, written

with the advice and editorial help of Ernest Baker, Sir, H. H. Johnston, Sir Ray Lankester and Professor Gilbert Murray; illustrated with maps, time diagrams and drawings by J. F. Horrabin. An attempt to tell how our present state of affairs arose in the course of ages and out of the inanimate clash of matter, and to estimate the quality and amount and range of the hopes with which it now faces its destiny. The New York Post calls it the most important textbook of the decade and predicts that it will serve as an example for the writing of other histories of smaller scope.

The work is full of characteristic sentences. Here is a striking one, "By European Standards, the level of the common education of America is high; but by the standard of what might be, America is an uneducated country."

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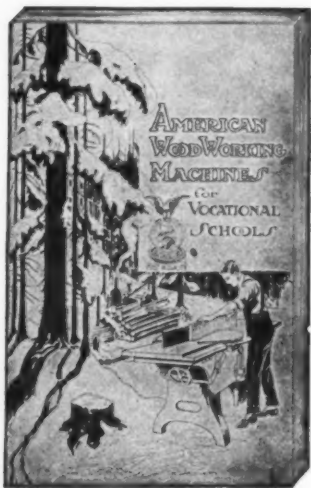
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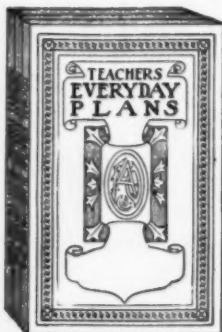
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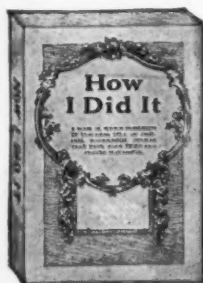
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